

**Texas Education Agency
Standard Application System (SAS)**

**2018–2019 Pathways in Technology Early College High School (P-TECH) and
Industry Cluster Innovative Academies (ICIA) Planning**

Program authority:	GAA, Article III, Rider 67, 85 th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	February 23, 2018, to June 15, 2019	
Application deadline:	5:00 p.m. Central Time, January 9, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">018 JAN -9 PM 2:38</div>
Contact information:	Heidi Flynn: PTECH@tea.texas.gov ; (512) 463-9242	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Odem-Edroy ISD	205-905	Odem High School	
Vendor ID #	ESC Region #		
1-746001806	2		
Mailing address	City	State	ZIP Code
1 Owl Circle	Odem	TX	78370-
Primary Contact			
First name	M.I.	Last name	Title
Lisa	A	Gonzales	Superintendent
Telephone #	Email address		FAX #
(361)368-3401 x 223	GonzalesL@oeisd.org		(361)368-2879
Secondary Contact			
First name	M.I.	Last name	Title
Yolanda		Alvaro	HS Principal
Telephone #	Email address		FAX #
(361)368.8121 ext. 254	alvaroy@oeisd.org		(361)368.3781

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Lisa		Gonzales	Superintendent
Telephone #	Email address		FAX #
(361)368-3401 x 223	GonzalesL@oeisd.org		(361)368.3781
Signature (blue ink preferred)		Date signed	

Lisa A. Gonzales

11-30-2017

Only the legally responsible party may sign this application.

701-18-102-035

Schedule #1—General Information

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) –State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) –State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –Federal Funds		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate which grant you are applying for:

☐ P-TECH ☒ ICIA ☐ Both

Texas Workforce Commission (TWC) Occupation Trend reports indicate there are over 4125 First Line Supervisors of Office and Administrative Support Workers job vacancies in the Coastal Bend Region annually. This number is expected to increase 20% each year which means employment in the field will grow to 138,930 positions by 2024. Odem-Edroy ISD (OEISD), located in San Patricio County of the Coastal Bend Region of South Texas, a county impacted by Hurricane Harvey, proposes to establish a Business Manager Academy that offers Career and Technology Education (CTE) courses leading to a Microsoft Specialist certification, an Associates of Applied Sciences Business Administration degree from Del Mar College, and a Bachelor of Business Administration from Texas A&M (TAMU) University Kingsville. The academic plan for the new Academy includes a capstone class, Practicum in Business Management, in which students participate in internships or paid employment opportunities with business partners from regional businesses and industries. The proposed Industry Cluster Innovative Academy (ICIA) program correlates applied workforce learning opportunities, industry certification in the targeted Governor's Industry Cluster area of Information Technology, and a college degree in a top ranked occupation of South Texas to meet the district vision of providing our students every opportunity to access their potential and be prepared to enter a high paying profession after graduation. **Budget:** The OEISD District Improvement Committee (DIC) met in the spring of 2017 to develop career pathways based on job opportunities and salary projections for the Coastal Bend Region. The team developed a CTE flowchart for each endorsement field that lists the CTE courses and industry certifications for each career pathway. During the fall of 2017, the committee created Odem High School (OHS) graduation plans for each pathway that include high school diploma requirements and college credit courses required to earn an Associate and Bachelor degree. The district committee used the graduation plans to develop a District Improvement Plan (DIP) that includes goal for curriculum, instructional materials and equipment, certification exam fees, credentialed personnel, and professional development necessary to implement each career pathway. In November of 2017 when the grant was released, the committee developed an ICIA Implementation Plan that includes goals, critical success factors, milestones, and activities to plan a successful Business Manager Academy. The team acquired cost estimates to implement each activity on the plan. These costs represent the ICIA Planning Grant budget. **Demographics:** Odem High School (OHS) serves 300 students on one 9th through 12th grade campus. 68% of OHS students are from low income homes and more than 51% are considered at-risk. Families in Odem earn far less than state and national averages. The relatively low income earnings can be explained by educational attainment which is an indicator of workforce preparedness. According to US Census data, only 59% of Odem residents have a high school diploma or higher. The ICIA Planning Grant goals are designed to increase the number of OHS students who graduate from high school with an industry certification and work-based experience, a college degree, and a financial and academic plan for attaining a bachelor degree. Establishing the Academy will ultimately increase the number of economically disadvantaged and at-risk students who graduate with a college degree and clear pathway to employment in high demand occupations of the region. **Needs Assessment Process:** OEISD works with the Education Service Center Region 2 to conduct a comprehensive needs assessment each year. The District Improvement Committee meets four times each year. The committee will review the ICIA Planning Grant formative evaluation at the end of each semester and the summative evaluation at the end of each school year. The grant program evaluation will be used to meet stated grant goals and will be essential in developing the district and high school improvement plans for the 2018-19 school year. ESC 2 consultants will review the proposed improvement plans and work with the committees to update or change components to meet the ultimate goal of establishing a Business Manager Academy by June of 2019. **Management Plan:** The OEISD District Improvement Committee includes representatives from partnering businesses, community members, Del Mar College and TAMU faculty, CTE teachers, dual credit teachers, and OHS administrators. The committee will serve as the Design Team to plan, implement, and evaluate the grant program under the direction of the Superintendent. Progress toward establishing a ICIA will be reported to the Board of Trustees annually. The meeting agenda and minutes will be posted after each meeting on the OEISD website. In this way, school improvement goals, changes, and progress will be reported to the board, community and the school. OEISD is dedicated to partnering with businesses in the region and to coordinate available funding to establish the ICIA which will empower students to meet academic and personal goals and achieve social and economic success. **Project Evaluation:** The District Improvement Committee will oversee the data collection and problem

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

correction tasks of the grant. The Superintendent will lead the team to implement and adopt an evaluation process that measures the effectiveness of project strategies in meeting program objectives based on identified performance measures. The program will be evaluated based on implementing activities to meet milestones and performance targets each semester as indicated on the ICIA Implementation Plan and Timeline. **Statutory Requirements:** OEISD complies the fingerprinting requirement per Section 22.0834 of the Texas Education Code. The Academy will be open enrollment and will establish recruitment and enrollment processes that shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students. Eligibility requirements will not be based on STAAR scores, discipline, history, teacher recommendations, minimum grade point average or any criteria that create barriers for student enrollment. The Academy will provide a course of study that enables OHS students to complete high school, certification, and college course credits during high school. Students will graduate on or before the fifth anniversary of the date of the student's first day of high school with a Distinguished Level of Achievement diploma, Microsoft Specialist certification, and an AAS Business Administration degree. Academy students will complete work-based education and a job training program as part of CTE course sequences. The Academy will provide participating student with flexibility in class scheduling such as taking online and summer courses to allow them to participate in high school athletics, band, etc. Students will also have flexibility in participating in academic and social support programs. Participation in the Academy will be provided at no cost to participating students. The Academy will enter into an articulation agreement with Del Mar College and TAMU Kingsville. Both are accredited by the Southern Association of Colleges and Schools which is recognized by the Texas Higher Education Coordinating Board in accordance with Texas Administrative Code. The articulation agreements developed during the planning process will provide a participating student access to postsecondary education and training at the institution of higher education. Each agreement will also address curriculum alignment, instructional materials, instructional calendar, programs of study, student enrollment and attendance, grading periods and policies, and administration of statewide assessments. The district and school will enter into a MOU with regional business partners to provide all participating students access to appropriate work-based education at every grade level. The MOU will include an agreement that the business partner will give to an Academy student first priority in interviewing for any jobs for which the student is qualified that are available once the student has graduated from high school and earned the Microsoft Specialist certification and AAS degree. The MOUs will be reviewed at least every two years and updated as necessary. The focus of the Academy addresses regional workforce needs for skilled Supervisors of Office and Administrative Support Workers based on Texas Workforce Commission Occupation Trend reports that include the number of posted employment positions in San Patricio County. The report includes projections for future years. The articulation agreements created for the Academy will be designed to ensure students can complete the associate degree program and will still be entitled to participation in the Foundation School Program courses in accordance with rules adopted by the commissioner. **TEA Requirements:** OEISD will develop an ICIA Implementation Plan, based on the ICIA Blueprint and in the template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2019–2020 ICIA designation. The OEISD Superintendent has designated the District Improvement Committee as the *Leadership Design Team* for completing the ICIA Implementation Plan, preparing the campus to begin serving students in the Business Academy for the 2019–2020 school year, and providing leadership to the campus regarding ICIA. The District Improvement Committee consists of Odem High School and OEISD leaders with decision making authority. Representatives from community, business and higher education partners will be identified for participation in the committee to ensure the program meets the academic needs of the students, district, and IHEs and the workforce and economic needs of business and industry in the region and state. OEISD will establish a College Bound program that includes wrap-around strategies and services involving multiple stakeholders such as students, parents, community members, etc. The College Bound advisory will provide academic and social/emotional skills necessary for success in rigorous high school and college courses as well as internships in businesses. Odem High School will be designated as a Texas Success Initiative (TSI) assessment site by 2019-20 in order to allow students to begin college courses based on their TSI performance and allow frequent testing and access to raw data to be used to identify student weaknesses and create tailored interventions and instructional plans to improve student readiness and success. **Summary:** The OEISD Board of Trustees has made career readiness a district goals in the District Improvement Plan for 2017-18. Our board, educators, and community are committed to the goals of implementing career pathways to prepare our students for postsecondary education and the workforce.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 205-905	Amendment # (for amendments only)
Program authority: GAA, Article III, Rider 67, 85 th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	
Grant period: February 23, 2018, to June 15, 2019	Fund code: 429 (State), 289 (Federal)

Budget Summary

Schedule #	Title	Class/ Object Code	State Funds (50%)			Federal Funds (50%)		
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$7,000	\$	\$7,000	\$22,500	\$2,500	\$25,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$18,000	\$	\$18,000	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$	\$	\$
Total direct costs:			\$	\$	\$	\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$25,000	\$	\$25,000	\$22,500	\$2,500	\$25,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$25,000	\$25,000
Percentage limit on administrative costs established for the program (10%):	$\times 10$	$\times 10$
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$2500	\$2500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100) – State Funds				
County-district number or vendor ID: 205-905			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
15	Early College Liaison			\$6000
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$6000
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$
20	6119	Professional staff extra-duty pay		\$
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$1,000
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$1,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$7,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #7—Payroll Costs (6100) -Federal Funds			
County-district number or vendor ID: 205-905		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (Federal Funds)
Program Management and Administration			
1 Project director			\$
2 Project coordinator			\$
3 Support Staff directly working on the program			\$
Other Employee Positions			
4 (Early College Liaison) – project director and works directly with program planning and development		1	\$25,000
5 Title			\$
6 Title			\$
7	Grand total:		\$25,000

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Schedule #8—Professional and Contracted Services (6200) – State Funds

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted (State Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$

Schedule #8—Professional and Contracted Services (6200) – Federal Funds**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted (Federal Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300) – State Funds		
County-District Number or Vendor ID: 205-905		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (State Funds)
6300	Total supplies and materials that do not require specific approval:	\$
Grand total:		\$

Schedule #9—Supplies and Materials (6300) –Federal Funds		
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
63XX	Technology not capitalized	\$
	Specify purpose:	
Subtotal supplies and materials requiring specific approval:		\$
6300	Total non-consumable supplies and materials that do not require specific approval:	\$
Grand total:		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400) – State Funds

County-District Number or Vendor ID: 205-905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted (State Funds)
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval: Teacher credentialing specifically related to identified programs of study		\$18,000
Grand total:		\$18,000

Schedule #10—Other Operating Costs (6400) – Federal Funds

Expense Item Description		Grant Amount Budgeted (Federal Funds)
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600) – State Funds				
County-District Number or Vendor ID: 205-905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600) – Federal Funds

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Odem-Edroy ISD is located in the Coastal Bend Region of South Texas. Odem High School serves a diverse population that includes 84.3% Hispanic and 15.7% White learners. 68% of high school students in the district are economically disadvantaged and 51.3% are at-risk. According to economic trends published by the Texas Workforce Commission, the Coastal Bend region's personal income per capita is lower than the national and state averages. Relatively low wages for workers in the Coastal Bend area can be attributed to lack of educational attainment. To increase the number of OEISD students entering and succeeding in college and a career, the OEISD District Improvement Committee developed career and technical education (CTE) course sequences that include industry certification and dual credit coursework toward an Associate degree for five CTE clusters: Agriculture; Manufacturing; Business Administration; Information and Computer Technology; and Health Science. The Design Team determined the career pathway to target in the Planning Grant by examining each career pathway based on five grant goals: (1) Increase number of OEISD seamless student pathways in skilled, high-wage, high-demand career areas. The planning team reviewed the Occupation Trends report published by the Texas Workforce Commission, as well as student interests, and teacher credentials to construct CTE course sequences. Each pathway has been prioritized based on the salary and projected number of employment opportunities in the next 4 to 6 years. The school has been awarded JET funding to implement a Nursing Professionals pathway for the highest ranked occupation in our region and Monsanto funding to implement the Agricultural Managers pathway for the fifth ranked occupation. The next highest ranked endorsement field is Business and Industry based on a high number of positions as Supervisors of Office and Administrative Support Workers. Based on input from the Workforce Solutions of the Coastal Bend and business partners, the occupation requires advanced computer skills to perform supervisory job requirements. The planning team has selected Information and Computer Technology career cluster. This is a targeted Governor's Industry Cluster area. For these reasons, the Design Team will develop a career pathway focusing on a degree in Business Administration with the Microsoft Specialist Certification for the ICIA Planning proposal. (2) Increase access to postsecondary education for at-risk learners. The latest Texas Academic Performance Report data for Odem High School indicates only 83.8% of ECD learners graduated on the college preparatory Recommended High School Plan. In addition only 14% of ECD students completed a dual credit course and 18.5% met standards on the college readiness assessments. There is a need to increase the number of at-risk learners entering and succeeding in college. (3) Provide opportunities for students to earn high school diploma, an associate's degree, and work credentials while in high school. Educational attainment is an indicator of workforce preparedness and thus workers' earning potentials. US Census data for the Odem, Texas indicates only 17.3% of residents hold a college degree. This workforce development indicator falls far below region, state, and national averages. In reviewing the educational attainment requirements for a Supervisors of Office and Administrative Support Workers career, the team found a bachelor degree was essential for success. The team reviewed and expanded the course sequences to include General Education Core and Business courses needed to earn an Associate of Applied Science in Business Administration from Del Mar College. This degree program is articulated with a Bachelor of Business Administration degree at Texas A&M Kingsville. (4) Increase number of pathways and curriculum leading to certification. The Design Team reviewed certifications associated with gaining employment in the Supervisors of Office and Administrative Support Workers occupation using TWC Occupation Trend information. The team worked with the regional Workforce Solutions representatives to review job tasks, knowledge, and skills required to find employment in regional job openings. The team determined the Microsoft Specialist Certification would be most appropriate to find employment in the tourism, general merchandizing, and health care industries of the Coastal Bend Region. The certificate will enable students to work as a sales representative or administrative assistant as they earn a Business Management degree. (5) Increase workbase learning opportunities. According to Coastal Bend Region workforce data, a significant amount of employment has shifted from manufacturing-oriented industries to service-oriented industries. For this reason it will be a priority for the Business Management and Administration cluster which teaches computer skills in the classroom to provide internships and paid employment opportunities enabling students to develop sales knowledge of principles and processes that are key to providing customer and personal services. **Campuses Served.** The ICIA Planning grant will serve Odem High School, the only 9-12th grade school in the district.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The First-Line Supervisors of Office & Administrative Support Workers occupation has an annual salary of \$61,728 and employment is projected to increase by 20.71%. Coastal Bend annual employment data indicates the profession is the 11th ranked occupation in the region based on the projected number of jobs added for the period of 2014 through 2024. There is a need to offer a workforce development program in the Business and Industry endorsement field at OHS.	<i>Increase number of OEISD seamless student pathways in skilled, high-wage, high-demand career areas.</i> TEA Technical Assistance will provide professional development, coaching and consulting services to mentor the Design Team in using the ICIA blueprint to design the ICIA Business Administration Implementation Plan. Site visits with peer grantees will be conducted. The Implementation Plan will be submitted, reviewed and approved by TEA prior to applying for ICIA Designation.
2.	68% of high school students in OEISD are economically disadvantaged and 51.3% are at-risk. The latest Texas Academic Performance Report data for Odem High School indicates only 83.8% of ECD learners graduated on the Recommended High School Plan. In addition during the same year, only 14% of ECD students completed a dual credit course and 18.5% met standards on the college readiness assessments.	<i>Increase access for students who are traditionally underrepresented in higher education and the skilled workforce.</i> The Academy schedule will be developed to include: a College Bound advisory period and events to provide social and academic skills necessary for success in pathway. OHS will be a TSI administration site. The schedule will include TSI preparation classes and exams. In addition, the Academy schedule will include a summer bridge for credit accrual and recovery.
3.	The First-Line Supervisors of Office and Administrative Support Workers career requires a bachelor degree. US Census data for the Odem, Texas indicates only 17.3% of residents hold a college degree. This workforce development indicator falls far below region, state, and national averages. There is a need to develop a CTE certificate program in high school that leads to a postsecondary degree. This will improve workforce preparedness and thus workers' earning potentials.	<i>Provide opportunities for students to earn high school diploma, an associate's degree, and work credentials while in high school.</i> The Design Team will work with community college and university administrators to develop a crosswalk that includes all high school, college and university courses to earn a BS in Business Administration. MOU and transfer guide agreements will be developed for the career pathway. Instructor credentials for each course will be identified. Collaborative professional development and co-teaching opportunities will be scheduled.
4.	The Design Team reviewed certifications associated with gaining employment in the First Line Supervisors of Office and Administrative Support Workers occupation using TWC information. Job tasks, knowledge and skills were reviewed required to determine the most appropriate credential. There is a need to offer the Microsoft Specialist Certification to find employment in the tourism, general merchandizing, and health care industries.	<i>Increase number of OEISD pathways leading to industry certification.</i> The existing Business Management and Administration cluster CTE courses will be revised to include certification curriculum and exams. Instructional materials, technology and software will be purchased for five Microsoft certification programs that make up the Microsoft Specialist credential. Exams for each certificate will be identified and schedules will be created. Educators will attend Certiport training.
5.	According to Coastal Bend Region workforce data, a significant amount of employment has shifted from manufacturing-oriented industries to service-oriented industries. There is a need for the Business Management and Administration cluster to provide internships and paid employment opportunities enabling students to develop sales knowledge of principles and processes that are key to providing customer and personal services.	<i>Create clearly defined alignment & partnerships between school, business, and IHE entities:</i> Workforce Solutions training will be presented to identify interview and employment skills for the targeted occupation. The TWC partner will work with OHS to identify businesses that can provide externships for teachers and IHE faculty members, and internships for students. The Design Team will work with partners to integrate opportunities to attend work-based education opportunities into pathway courses.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	ICIA Implementation Plan and Timeline with documentation of events	1.	# of TEA Technical Assistance training, coaching, and services conducted
		2.	# of site visits conducted with peer grantees
		3.	Dates Implementation Plan and ICIA Designation application submitted
2.	Academy Master Schedule	1.	College Bound advisory period and events included in master schedule
		2.	TSI preparation courses and exams included in master schedule
		3.	Summer bridge scheduled for six weeks of summer
3.	ICIA Implementation Plan and Timeline with documentation, Academy Master Schedule	1.	Crosswalk, MOU, transfer guides completed
		2.	# of instructors identified with credentials to teach dual credit
		3.	# of co-teaching and collaborative training events scheduled
4.	ICIA Implementation Plan and Timeline with documentation, Academy Master Schedule	1.	List of CTE courses revised to include certification curriculum/exams
		2.	List of technology and software to be purchased for each credential course
		3.	Master schedule for administering 5 Microsoft exams including fees created
5.	ICIA Implementation Plan and Timeline with documentation, Academy Master Schedule	1.	Two Workforce Solutions training presented to identify workplace skills
		2.	List of at least three business partners identified to workplace experiences.
		3.	List of courses with integrated employment/interview skills per grade level

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Improvement Committee (DIC) will oversee the data collection and problem correction tasks of the grant. With technical assistance provided through TEA, the Project Director (Superintendent) will lead the Design Team to develop an evaluation plan that measures the effectiveness of project strategies in meeting program objectives based on performance measures identified on the ICIA Blueprint.

Program-level data: The cornerstone of the ICIA implementation process is the ICIA Blueprint which is being developed using TEC §§29.55–29.556. The Blueprint will include design element benchmarks and outcome -based measures to guide implementation teams in establishing the foundational requirements for the ICIA program. The Design Team will work with a Technical Assistance Provider supplied by TEA to use the Blueprint standards to establish and develop an aligned implementation plan for the Business Manager Academy. The Project Directors will use the Implementation Plan to develop a Timeline depicting important dates including Advisory Team Meetings, professional development training, high school and college co-teaching dates, equipment and instructional material requests, exam schedules for each certification, College Bound advisory curriculum and events, and District Improvement Committee meetings. The Project Director will be responsible for providing attendance sheets at each meeting or event. Four times each year, the District Improvement Committee will meet to review program level data. If activities are not being implemented as planned and performance measures are not achieved, the team will recommend personnel and resources to increase ensure the grant goals and objectives are met. This process of quarterly review and revision will allow problems to be identified and addressed in a timely manner.

Summative Problem Correction: The Project Director will provide summative program and student level reports to the District Improvement Committee during May of 2018. This will ensure program implementation concerns are identified and addressed in the District Improvement Plan for the 2018-19 school year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 1: Describe the proposed P-TECH or ICIA school structure and how the program will establish a recruitment and enrollment process that will meet the open-enrollment requirements of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Structure: The ICIA Business Manager Academy will be a grade 9 to 13 education model located on the Odem High School Campus. Students participating in the program will earn a Foundation High School diploma, Microsoft Specialist Certification, and an Associate of Applied Science Business Administration degree that is articulated with the Bachelor of Business Administration degree at Texas A&M University in Kingsville. Approximately 70 students (16-18 students per grade level) will be members of the Business Administration Innovative Academy by the fourth year of implementation. The school will be implemented in a cohort model based on student entrance into the ICIA.

Cohort Model Implementation (16-18 students/cohort)				
	9th	10th	11th	12th
2019-2020	Cohort 1			
2020-2021	Cohort 2	Cohort 1		
2021-2022	Cohort 3	Cohort 2	Cohort 1	
2022-2023	Cohort 4	Cohort 3	Cohort 2	Cohort 1

Curriculum: The academi plan will be designed to meet TEKS, Next Generation Science Standards, Texas College and Career Readiness Standards, and The Higher Education Coordinating Board Associate degree standards. The academic plan will be published in the EISD Student Handbook and as a Tarrant County College degree plan. Students will not pay for course tuition, fees, or instructional materials including textbooks. Semester grades and grading policies will be outlined in each instructor's course outline or syllabus. Attendance will be taken according to the TEA *Student Attendance Accounting Handbook*.

Schedule: The cohort will begin preparations for entrance into the Academy during their 8th grade year in the Middle School Career Exploration course. Students who elect to enroll in the Academy will begin their journey as a cohort in the summer before their freshman year by attending a Summer Bridge program. The initial bridge course between 8th and 9th grade will introduce students to the components of the Academy and also teach college preparatory reading, mathematics and writing skills using Sure Score curriculum. The students will continue attending the Summer Bridge throughout their high school career to provide opportunities to register in college credit classes and to earn credit accrual and recovery. The cohort will form a community of learners from a with diverse backgrounds and learning styles but the same academic and personal goals – to earn a credential and college degree in their chosen field of Business Administration. Parents and the community will be educational partners attending College Bound meetings, providing opportunities for internships, supplying college scholarships, and mentoring students.

Faculty and Student Roles: Teachers and students will serve as peer learners in meeting academic goals. Academy students will monitor their academic progress/grade with their teachers to build self-reliance and responsibility that will be the key to success as they transition from the P-TECH to the workforce.

Student Eligibility: Enrollment in the ICIA Business Manager Academy will be open. The ICIA program will enroll a diverse set of students who wish to accelerate completion of high school by combining high school courses with college credit-bearing courses, seek to earn a Associate of Applied Science Business Administration degree and Microsoft Specialist certification during high school. The school will target recruitment of at-risk students as defined by PEIMS (TEC §29.081) and students who are traditionally under-represented in college including first generation college students, English Language Learners, students who are economically disadvantaged, and students who receive Special Education services. The district will recruit students in January each year at a College Bound event held at Odem High School. The event will provide families with information about the ICIA Business Manager Academy as well as other career pathways available for enrollment at the campus. Students may apply for entrance into the Academy or transfer into another program annually between January and February. To enroll in the Academy, families will be required to complete a district application including birth certificate, transcript or grades, assessment results, attendance records, and behavior records. Enrollment processes and requirements including the application shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. The Design Team will develop the application based on research conducted of early college high school programs in districts across the region and state. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 2: Describe how you will provide for a program/course of study that enables a participating student to combine high school courses and postsecondary courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the grant period, the Campus Improvement Committee including high school teachers, postsecondary faculty, and business partners will complete the skill mapping process to ensure the Academy Crosswalk of high school and college courses and the corresponding course curriculum are appropriate to prepare students for success in their chosen profession. Skill mapping is a three step process that addresses academic, technical and workplace skills by mapping backwards from the targeted occupation. Step 1: The OEISD Superintendent met with key educators in December to develop the ICIA Planning Grant. The team identified Business Administration as the targeted program based on a review of Texas Workforce Commission data that indicated a high number of employment positions in the Supervisors of Office and Administrative Support Workers occupation. The high wage occupation requires a college degree and advanced computer skills. Based on recommendations of Del Mar College faculty and Texas Workforce Solutions representatives, the team selected the AAS in Business Administration and the Microsoft Specialist industry credential. The team also developed a first draft of the Academy Crosswalk of courses. Step 2: The next step to be completed during the grant period will be to summarize tasks required to perform the role of Business Manager. The team will work with Texas Workforce Solutions representatives and business partners to create a list of technical skills and capabilities required for employment. Step 3: In step three, the design team will associate the general knowledge including technical and workplace experience necessary to succeed in the job. The team will work with Texas Workforce Solutions representatives and business partners to create a list of workplace experiences for each grade level. The list will be matched to technical skills from Step 2 to ensure students have real-world experience linked to each technical skill. Seamless Program of high school and postsecondary courses: Once skill mapping has been completed, the team will review and revise the Academy Crosswalk. Courses will be selected based on technical skills identified by workforce experts. Three work-based experiences will be matched to each grade level to ensure students have the appropriate technical and workplace experience. The result of Skill Mapping will be a comprehensive Academy Crosswalk that includes courses and workplace experiences completed in the high school, college or workplace that cover the full range of skills required to enter the profession of Business Management.

Statutory Requirement 3: Describe how you will allow participating students to complete high school and receive the required diplomas, certifications and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed Business Manager Academy will be a seamless grade 9 to 13 experience. Integrated high school and college courses: In grade 9, students will begin the Academy. At this grade level, they will attend Foundation High School core and elective courses as well as a CTE course to introduce the workplace skills (business education and computer skills) required to be an Business Manager. In grade 10, the students will continue core and elective high school courses, take three college credit courses, and enroll in a CTE course to earn Microsoft Word and Excel certifications. During their freshman and sophomore year, students will make site visits to businesses and work with industry mentors from partnering companies. By 11th grade, the student will take high school core and elective courses as dual credit. The curriculum will also include a CTE course to earn a Microsoft Powerpoint credential and two electives from the AAS Business Administration degree plan. In 12th grade, students will continue taking high school core and elective courses as dual credit. The students will also take a CTE courses that Quickbooks certification to complete the Microsoft Specialist credential and two Business Management college credit courses to complete the AAS Business Administration degree plan. During their junior and senior year, students will complete internships or paid employment at a partnering business. In the Academy, students will be eligible to graduate by grade 12. However, the Academy's flexible schedule which includes summer and online course options will allow students to participate in extra-curricular activities to graduate in four or five years from entrance into high school. Integrated Curriculum: A Curriculum Design Team will be formed for each core subject area. The team will include high school educators, business representatives, and Del Mar College faculty. High school educators will ensure the Academy schedule meets Foundation High School requirements and includes TEKS, Texas College Readiness Standards, and Next Generation Science Skills. Business representatives will lead the team to integrate Microsoft Specialist credential trainings into CTE courses and to design workplace opportunities for students to develop desired technical skills. Postsecondary faculty will ensures course curriculum includes The Higher Education Coordinating Board requirements for the AAS degree. Team members will also designate academic and social support programs for each course.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 4: Describe how you will provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Business Manager Crosswalk will provide an outline of the high school, CTE courses (including certification training), and college credit courses for Academy students to earn a high school diploma, Microsoft Specialist certification and Associate of Applied Sciences Business Administration degree. All students will move through the same sequence of courses. Academy students will be expected to take 3 dual credit courses in 10th grade, 8 dual credit courses in 11th grade, and 8 dual credit courses in 12th grade. Flexible Schedule: The campus schedule will be flexible to allow students to move through at different rates depending on each student's academic strengths and needs and to allow students to participate in extracurricular activities such as band or athletics. A summer bridge program will be available for credit accrual when students take less than the expected number of hours in any semester. In addition, the community college offers online course for credit recovery or accrual. Some students may graduate in four years. Other students may take five years to complete the Associates degree. In each case, the Business Administration career pathway crosswalk will provide a seamless integration of high school and college requirements that is personalized to meet the needs of individual students. Academic Support: The Academy schedule will be designed to provide tutorials for classes. Postsecondary courses that are taught on Monday, Tuesday, and Thursday will have a College Seminar course on Wednesday and Friday at the same time. The course will be a time for students to receive academic support and complete course assignments. The instructor will also introduce students to college resources available for academic support. The course will not only support the student in passing rigorous courses, but will also serve as a model for students to use when they exit the Academy and enter a university to complete the bachelor degree. Mentoring: Adult Advocates (advisors) will be available to Academy students during a College Bound advisory class scheduled each day of the week. The teacher of the course will serve as a mentor to assist students in passing entrance requirements and registering for classes, tracking their own progress and accessing high school and college support resources when necessary, and appropriately communicating with Academy faculty members (high school and college) when problems arise. In addition, business partners will provide mentors for struggling students and first-generation college goers. The mentor will encourage and support their mentee in completing the rigorous Academy curriculum.

Statutory Requirement 5: Describe how you will provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

College Entrance Exam: The Texas Success Initiative (TSI) exam is a Mathematics, Reading and Writing assessment which determines the appropriate level of college course work for an incoming college student. Practice tests materials available at no cost from College Board will be utilized in the College Bound advisory course to prepare Academy students for the assessment. Academy students will be required to take the TSI test before enrolling in Del Mar College courses unless they are exempt from taking the exam based on STAAR, ACT or SAT scores. Students who do not pass will be required to take TSI preparation courses and retake the test. OEISD will use available local and state funds to pay the TSI fee for each Academy student. ODEM High School will be a certified TSI testing site in 2018.

College Course Tuition and Fees: The Design Team will work with project partners to provide college credit course tuition and fees at no cost to students. A variety of methods will be reviewed:

1. Scholarships – Business Manager Academy student scholarships will become part of the ODEM High School (OHS) scholarship program. New programs/events for raising funds for scholarships will be developed and implemented during the planning grant.
2. Tuition Waivers – ODEM-Edroy is located over 20 miles from the community college. It is important for high school teachers to earn the credentials to teach dual credit classes. The district will work with the community college during the planning grant to waive tuition and fees for students enrolled in a college course taught by an OHS teacher. The college will continue to receive funding from the state for each student enrolled in a college class.

Certification Fees: Microsoft Specialist certification courses and exams will be taught during Career and Technology Education (CTE) courses. The school system receives weighted Perkins funding for these courses. OEISD will utilize Perkins and other appropriate funding sources to pay student certification training and exam fees. The district has applied for a Perkins Reserve grant to provide training for teachers to be credentialed to teach certification classes. ODEM ISD will become an authorized Certiport assessment center in 2018 to administer the assessments on campus.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 6: Describe possible institutions of higher education partners and how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Odem-Edroy ISD has established partnerships with Del Mar College and Texas A&M (TAMU) Kingsville through a series of tech prep programs offered at the high school.

Del Mar College – The district and community college have existing agreements to offer a Nursing Professional Pathway at Odem High School. This program funded by the Texas Workforce Commission (TWC) Jet program enables students to earn industry credentials on the way to a AAS Registered Nurse degree from the community college. Nursing is the highest ranking occupation in terms of job opportunities in the Coastal Bend Region. In addition, OEISD and Del Mar College have formed a partnership to implement a Agriculture Food and Natural Resources pathway leading to an Associate in Applied Science (AAS) degree and welding credential. Agriculture Managers is the fifth highest ranking occupation in the region. The next highest ranked endorsement field is Business and Industry based on a high number of positions as Supervisors of Office and Administrative Support Workers. For this reason, the team made providing the tools and equipment to offer Business Management and Administration courses the priority for the ICIA proposal. A letter of support is provided by Del Mar College as an attachment to this application.

TAMU Kingsville – The university is an educational partner of Del Mar College. The community college has formalized agreements with Texas A&M University Kingsville in the Business Administration field. The OEISD Business Manager Academy will use these transfer agreements to develop a streamlined curriculum plan for students that enables them to apply each college credit earned as part of the Associate degree to a requirement of the Bachelor degree.

During the planning grant, the district will work with the community college and regional universities such as TAMU Kingsville and TAMU Corpus Christi to publish articulation agreements that ensure Associate degree hours will transfer to the Baccalaureate degree. The Design Team will also work with other universities in the state offering an online version of the Business Administration degree to develop transfer guides that provide options for our students.

Statutory Requirement 7: Describe possible business partnerships that the school will establish, list the types of businesses, proposed work-based education for students and describe how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Odem, Texas is a small town in South Texas with a population of 4869. Our community is invested in the school system. In 2016, our community approved a bond to build a new junior high and high school. Due to the size of our community, development of partnerships to support curriculum development and relevant and frequent industry experiences for students participating in the program must include regional partners. When our district developed a Nursing Professional Pathway representatives from health care centers helped to create, review, and revise curriculum including Community Action Corporation-South Assisted Living Facility and Joseph Puente MD Family Practice. To develop an industry team for the proposed Business Manager program of study, the CTE Advisory Committee has reached out to several local and regional businesses including:

- Poelma Floor Store (Odem)
- M-TEC
- Sonic
- Dollar General (Odem)
- Lowes (Corpus Christi, TX)

In the first year, business partners will be recruited to provide insight into curriculum development and offer site visits for students. In year two of the program, business partners will serve as mentors to students beginning dual credit courses. During the second year, the business partners will also research internship programs offered at P-TECH programs across the country. In year three, business partners will continue to serve as mentors and offer job shadowing for 11th graders. The partners will develop an internship plan for their company. In year four, as students enter the capstone course and become eligible to work in the community, the partners will provide internships opportunities for seniors. The partnerships developed through the ICIA Grant will improve our understanding of essential workplace knowledge, skills and abilities; and will strengthen our ties to regional businesses that support the education and future success of OEISD students. Partnerships will be developed as the district adds career pathways in Business Administration and other industry clusters based on the employment and workforce needs of educational partners.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

Statutory Requirement 8: Describe how you will work with the Workforce Development Board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Design Team has established a partnership with Workforce Solutions of the Coastal Bend. A Workforce Commission (TWC) representative lead the grant planning team in using TWC *Occupation Trends* and *Career Coach* information to determine the occupation with the highest salary and the most employment opportunities. The team found, a significant amount of employment in the Coastal Bend has shifted from manufacturing-oriented industries to service-oriented industries over the past three years. Based on this information from the Bureau of Labor statistics, six sectors have the largest share of employment in the region relative to the rest of the nation: health services; education; leisure and hospitality; government; natural resources and mining; and construction. Each sector has a stated need for management and administration professionals with technology skills and a college degree in management and marketing. For these reasons, the team selected the Business Management and Administration cluster and the First Line Supervisors of Office and Administrative Support Workers occupation. Based on the TWC representatives recommendations, the team deduced the Business Manager program of study combined with the Microsoft Specialist credential will be successful in providing the knowledge, skills, abilities needed for our graduates to meet job requirements and find employment in our region.

The Design Team will continue to work with the local Workforce Solutions office to plan the Business Manager Academy including completing the Skill mapping process to identify skill sets needed to successfully supervise support staff and identifying additional business partners to provide internships and/or paid employment. In addition, personnel from the Workforce Solutions of the Coastal Bend will continue to provide training for our students in the following topics:

- Using TWC resources to research job openings;
- Developing a resume;
- Preparing for interviews.

The regional TWC office will be instrumental in all stages of planning since our goal is to prepare students to find employment in a high demand, high paying profession of our region and state.

Statutory Requirement 9: Describe how you will ensure that P-TECH or ICIA students are entitled to the benefits of the Foundation School Program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students in the Business Manager Academy will be eligible to graduate on the Foundation High School Program with a Distinguished Level of Achievement (DAP) credential. The Distinguished Level of Achievement requires four credits in Math and four credits in Science, and the successful completion of an endorsement in the student's area of interest. Students in the Academy will complete the Math and Science requirements and earn a Business and Industry endorsement. Benefits: The Distinguished Level of Achievement will ensure the best preparation for future education including allowing the student to compete for Top 10% automatic admissions eligibility at any Texas public university. The DAP credential will also improve student eligibility to earn a TEXAS Grant to help pay for university tuition and fees. In addition, graduating with a Distinguished Level of Achievement ensures the students are a more competitive applicant at highly sought-after colleges and universities across the state and nation. It is clear the Distinguished Level of Achievement will help students in meeting their personal and academic goals of earning the appropriate certifications and degrees to enter the workforce as a Business Manager.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the team that will complete the implementation plan and how you will ensure the implementation plan is completed by the required due date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Design Team will consist of OEISD educators and parents, business partners, postsecondary faculty members from Del Mar College and TAMU Kingsville, and community members. Under the supervision of the Superintendent, the team will complete the implementation plan following the following timeline:

November/December 2017 – The team selected the Industry Cluster Innovative Academy (ICIA) model.

February 23, 2018, to June 15, 2019 – The district will work with the TEA technical assistance provider to develop an implementation plan for the 2019–2020 school year. A calendar of Design Team meetings including site visits to ICIA districts and TEA training will be developed to ensure planning is completed on-time and as approved in the application:

- The team will use ICIA Planning grant funds to support campus needs for completing the implementation plan and establishing the foundational implementation elements of ICIA;
- The plan will be developed to meet design elements and outcome-based measurements of the ICIA Blueprint. TEA technical assistance will provide a template for the implementation plan, which will include ICIA components such as school design, recruitment, partnership agreements with businesses, an articulated agreement with a 4-year institution detailing how the associate's degree and accrued credits could lead to a baccalaureate degree, and work-based education for 100% of participating students at all grade levels - Work based education will include real-world, authentic learning experiences that connect to classroom learning and provide meaningful career exposure.

January 15, 2019 – The implementation plan will be submitted to TEA

January 15, 2019, to February 15, 2019 - TEA and the technical assistance provider will review the implementation plans from January 15, 2019, to February 15, 2019. OEISD will be expected to work with the technical assistance provider to revise and improve implementation plans until the plans meet the expectations of TEA.

February 2019 - Apply for ICIA designation. When the implementation plan is approved by TEA, ODEM-Edroy ISD will be invited to apply for ICIA Designation to become eligible to serve students in 2019-2020.

August 2019 (2019–2020 school year) – The Business Manager Academy will begin serving students.

TEA Program Requirement 2: Describe the committee structure that will be put into place to provide leadership, communication and decision making for the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process & Procedures: The OEISD Board of Trustees sets goals annually based on the comprehensive needs assessment which identifies performance gaps and assesses campus needs. This year, goals include establishing career based course sequences in each TEA endorsement field. The District Improvement Committee (DIC), a team of stakeholders which consists of parents, educators, administrators, community members and educational partners is responsible for putting the board goals into action. The committee uses the Site Based Decision Making (SBDM) process to develop school improvement initiatives. Site-based decision making decentralizes decisions to improve educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will not just be informed of the plan, but will be part of each phase of planning, implementation, and evaluation. The CTE Advisory Team met in the spring of 2017 to review and revise existing CTE course sequences. Their objective was to include certification requirements and articulate courses with college degree programs. The team outlined programs that span secondary and postsecondary school in five CTE clusters: Agriculture, Food and Natural Resources, Manufacturing, Business Management and Administration, Information Technology and Health Science. The team created a District Improvement Plan goal that includes objectives, action steps, personnel, and materials for establishing each high quality career pathway. Once the Superintendent and Board approved the plan, district leaders began to look for funding sources to implement the program. The ICIA Planning grant was identified for implementation of the Business Management and Administration career pathway. Feedback/Continuous Improvement: The District Improvement Team meets four times annually. The Project Director will present grant reports at each meeting. The campus based committee will review program level data to determine if program goals and objectives are being met on time and in the manner described in the application. The DIC will adjust activities and resources to meet stated milestones at the end of each semester. The Project Director will report summative evaluation information to the Board of Trustees at the end of each school year. The meeting agenda and minutes will be posted after each meeting on the OEISD website. In this way, the project goals and progress will be communicated to the board, community and the school.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-905

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the structures and systems that will be put into place to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Business Manager Academy will implement a comprehensive range of required and voluntary programs to intervene on behalf of students who are at risk of failure in a class or subject area:

1. Required extra instructional time during the regular school day - College Bound advisory class will be scheduled each day to provide mentoring for students as well as tutorial support. In addition, Sure Score curriculum will be taught in each class to develop college preparatory reading, math, and writing skills.
2. Short-term required interventions that run concurrent with class - College credit courses meeting three days each week will have a scheduled College Seminar Course on the other two days at the same time the course is scheduled to meet.
3. Required summer courses – Students will be expected to attend the Summer Bridge program beginning in the summer between 8th and 9th grade to provide support for college entrance, and credit accrual and recovery opportunities.
4. Voluntary academic support for students at risk of failure in the current semester - Voluntary academic tutorials will be offered during lunch and after school in core subjects.
5. Online tutorial programs – Academy students will have access to district provided online tutorials in mathematics.
6. Differentiated teaching for individuals – All OEISD teachers are trained in differentiated instructional techniques.
7. Flexible schedules – Academy students will have the opportunity to participate in OHS extracurricular activities based on opportunities to enroll in online courses for college credit.

The Academy master schedule will be structured to enable student participation in all academic and social support components. Teachers will be trained to review test scores, grades, attendance, and behavior reports and to voice student concerns to the student who will have the autonomy to voluntarily join academic and social support programs, and to the campus counselor who will work with the student and family to identify and enroll in intervention supports designed to address academic and social needs of the student.

TEA Program Requirement 4: Describe the methods and timeline that the campus will utilize to ensure that the campus becomes a Texas Success Initiative assessment site by 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Odem High School will become a Texas Success Initiative assessment site by the summer of 2019 to enable students enrolled in the Academy to take the assessment onsite during the 2019-2020 school year. The Project Director will work with the College Board Liaison to The Higher Education Coordinating Board (THECB) to begin completion of the task in March of 2018. The timeline will include:

March 2018 - The College Board Liaison will provide guidance to the district on the steps to becoming a testing site.

April 2018 - OEISD will request that Odem High School becomes a remote TSI testing site for Del Mar College.

June 2018 – Odem High School will be approved as an authorized as a site available for remote testing.

July 2018 – Odem High School will appear in the list of Available Testing Sites on the electronic TSI site.

Because there is no charge for becoming a testing site and there are no limitations on the number of students tested, becoming a remote testing site will be based on completing the steps as determined by The College Board Liaison. The process takes approximately three months. Students will be able to take TSI assessments at Odem High School during the 2018-19 school year.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205-905

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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